

Designing Library Services for Hispanic Communities

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STRATEGIES FOR EFFECTIVE LIBRARY SERVICE TO HISPANIC COMMUNITIES

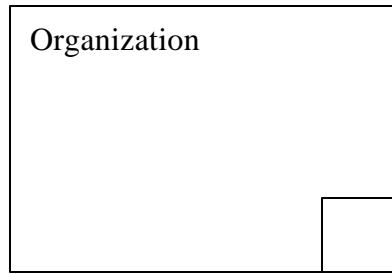
According to the most recent major national study, Report Card on Public Library Services to the Latino Community (Reforma, 1994, pp. 28-9), to be responsive to the needs of the Latino community, public libraries need:

1. To collect more relevant information and data in order to properly evaluate Latino library services
2. To conduct periodic community analysis and needs assessment survey of the Latino community.
3. To establish larger budgets for Spanish/bilingual and Latino-related library materials.
4. To outreach the rapidly increasing Latino, monolingual Spanish-speaking community.
5. To establish collection development policies and guidelines which are realistic to the Latino library users and the potentially large Latino population who are not library users.
6. To establish more and better cooperative programs with organizations serving the Latino population to offer services wherever and whenever these populations happen to be.
7. To be more creative in planning programs which appeal to Latino users and non-users.
8. To offer more library services and programming outside the confines of the library in areas where Latino users and non-users feel comfortable.
9. To make the libraries more colorful, more inviting, more like the place where Latino and others would feel good about themselves.
10. To continue to search for, apply for, and receive grants to upgrade overall needed Latino library services.
11. To incorporate successful programs and services initiated with soft monies into the regular library services.
12. To continue to recruit English/Spanish bilingual / bicultural or Latino staff, hire them, provide mentors for them and help them do the best they can do in raising the library services to the Latino community from below average to excellent.
13. To bring members of the Latino community into the planning process of library services to the community as a whole.
14. To encourage Spanish/English bilingual/bicultural or Latino staff to continue with their library studies, to become professional librarians and move up the ladder of success.
15. To consider the working schedules of the Latino population when planning library services in terms of hours and days.
16. To encourage children's services to network with the public schools, day care centers, and pre-schools to create enrichment programs to help out in the preparation of children before they attend school.

STEPS TO FOLLOW IN PLANNING SERVICES FOR THE HISPANIC COMMUNITY

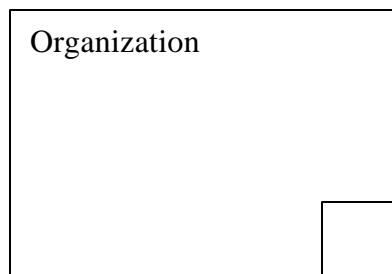
1. Assess personal readiness
2. Assess library readiness
3. Gather information about the community overall
4. Review needs assessment techniques
5. Match needs assessment technique(s) to community segments
6. Develop evaluation strategies
7. Gather information from the community segments
8. Analyze information
9. Review library service policies
10. Revise library service plan
11. Implement changes to library service plan
12. Evaluate impact on the community segments

PROJECT AND ORGANIZATION RELATIONSHIPS



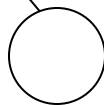
Desired Relationship

new/improved service



Typical Relationship

New project



PLANNING EFFECTIVE SERVICES

1. Do you have management (i.e., library director, library board, etc.) involvement and commitment?
2. Is the effort part of the library's overall planning?
3. Do you have philosophical commitment to targeting Hispanics? Have you thought through the political and service implications?
4. Do you have a focus to your efforts? (e.g. a service to promote, a special program, general awareness)? What do you want to accomplish?
5. Have you done an internal assessment of what you have to offer this target group?
6. Have you done an assessment of what resources (staff, time, money) you are willing to dedicate to this effort?
7. Are you committed for the long term?
8. Is staff generally aware and supportive of this effort? Does staff need training in order to deal positively and successfully with a marketing effort to this target group?

PROVIDING ACCESS

1. Create an atmosphere of openness and friendliness to the Hispanic community; the library should be a reflection of the community it serves. (welcoming and comfortable physical atmosphere, geographic location, sensitized staff, customer service attitude, language, signage, materials location, electronic access interface, hours, meeting room, etc.)
2. Provide information and signage in appropriate formats. (language, large type, Braille, reading levels, etc.)
3. Provide equal access to all materials through the public catalog. (user friendly interface, language, reading level, assistive technology, etc.)
4. Provide delivery methods for all segments of the community. (catalogs, collections, and/or programming in community sites, by mail, home delivery, school visits, etc.)
5. Familiarize all segments of the Hispanic community with library services in appropriate formats (language, media, outreach, community collaboration, etc.)

DEVELOPING AN EFFECTIVE COLLECTION

1. Conduct ongoing needs assessments to make sure materials the community needs and/or wants are included.
2. Consult local community agencies and colleagues from other libraries to get help in selecting materials that are new to the library.
3. Systematically examine and allocate the materials budget so that materials are selected equitably for all segments of the community. *
4. Revise the library collection development plan to help the library meet the needs of all segments of the community.
5. Create and maintain a collection reflective of the needs of all of the segments of the community.
6. Provide materials in appropriate formats. (language, large type, Braille, reading levels, audio, video, electronic, etc.)
7. Develop relationships with vendors, especially in providing materials in languages and formats that are new to the library.
8. Conduct, **on a regular basis**, an evaluation of the usefulness of the collection to all segments of the community.
9. Remember that collections and services are an integral part of meeting a community's needs and neither can exist in a vacuum

*A good annual estimate for allocating a percentage of the materials budget for specific target populations is the percentage of that population within the overall service area.

Other budget factors include an additional amount for a start-up collection and any unusual expenses connected with the materials (e.g. higher prices and processing costs for foreign language items).

COLLECTION DEVELOPMENT PLANNING ELEMENTS FOR SPANISH-LANGUAGE MATERIALS

1. Library mission statement
2. Policy statement for acquiring Spanish-language materials
3. Description/Purpose of collection
 - Types of materials
 - Different formats
4. Plan for selecting/acquiring materials
 - Community needs assessment/staff involvement
 - Criteria for selection of materials
 - Budget
5. Cooperation with other libraries

ISSUES IN SELECTING/ACQUIRING SPANISH-LANGUAGE MATERIALS

1. Differences in Latin American publishing
 - printed for home consumer market
 - language differences
2. Working with vendors/distributors
 - selecting a vendor
 - developing a relationship
3. Selection tools and criteria
 - book reviews
 - vendor catalogs
 - first-hand examination
4. Providing access
 - Spanish language subject headings
 - other access options

COLLECTION CATEGORIES

ITEMS TO HAVE IN SPANISH AS WELL AS ENGLISH

1. English-as-a-Second-Language materials in a variety of formats
2. Dictionaries, encyclopedias and almanacs
3. Literacy materials
4. Physician's Desk Reference
5. Automotive repair manuals
6. Home repair manuals
7. Cooking and nutrition
8. Health and beauty, exercise and physical fitness
9. Motivation and self-esteem
10. Citizenship
11. Histories of California, Mexico, Latin America and the U.S.
12. Computing and computer software in Spanish
13. Computer translating program
14. Business and career development
15. Legal rights and responsibilities
16. Sex education, pregnancy, childbirth, parenting and child care
17. Astrology and the occult
18. How-to materials
19. Latin American fiction
20. Latin American poetry
21. Best sellers
22. Fotonovelas
23. Magazines
24. Newspapers
25. Paperbacks: romances, westerns, mysteries

PROGRAMS / SERVICES

1. Begin with the basics
2. Tie in to community events/celebrations
3. Partner with the community (individuals, groups, organizations, agencies)
4. Pay attention to what is happening in the community
5. Acknowledge people's presence; extend a warm welcome
6. Plan for the entire family

COMMUNITY CONNECTIONS

1. Decide on the level of effort

Observer—the library identifies an existing community collaborative activity and observes how it works

Participant—the library joins an existing community collaborative activity

Partner—the library approaches a potential partner and suggests a specific collaborative project

Convener—the library acts as a catalyst to bring a number of organizations together to explore a variety of community collaborative activities

2. Focus on developing a long term working relationship
3. Keep the communication flowing
4. Agree on what kinds of information should be shared and how often.
5. Determine what method(s) work best for each contact (e.g. phone, e-mail, fax)
6. Designate responsibility for the how the communication gets carried out.
7. Identify those people who should be aware of your efforts but may not be able to actively participate and keep them informed also.

STAFF DEVELOPMENT

1. Keep staff informed and involved
2. Encourage library director and board members to speak to staff about Hispanic services on a regular basis
3. Develop a process to regularly solicit staff feedback and suggestions
4. Provide staff with cultural experiences in a non-threatening, comfortable environment
5. Encourage staff to develop an individual cultural awareness training program
6. Provide staff incentives to learn Spanish
7. Develop and commit to an ongoing staff training program on cultural awareness, cultural sensitivity, customer service

RECRUITING STRATEGIES

Commit to early, active, and significant involvement by the community in the process.

1. Rely on the community itself for the critical information and perspective you need.
2. Let the community determine priorities and directions.
3. Include community members on interview panels.

Market the library and the profession at every opportunity.

1. Use formal and informal channels
2. Be visible and involved in the community

Develop diverse strategies

1. Grow your own
2. Work with community agencies to provide internship and learning opportunities
3. Connect with state and national efforts

Focus on retention as much as recruitment.

1. Encourage support groups
2. Develop mentoring program

EFFECTIVE PUBLIC RELATIONS

1. Management involvement and commitment
 - Visibility in the community
 - Frequent communication with the staff
2. Positive attitude
 - Serving Hispanic community is seen as an opportunity
3. Extensive community relations/network Partner! network with Hispanic agencies, organizations
4. Long-term objectives

10 WAYS TO GET THE WORD OUT FOR FREE

1. Everyone is a spokesperson
2. Cultivate personal relationships
3. Master the use of PSAs and news releases
4. Write your own feature stories
5. Business cards
6. Reprints of publicity
7. Free library tours
8. A library column in local/community publication
9. Community involvement
10. Personal letters

KEY ETHNIC MARKETING TIPS

1. Long term commitment is necessary. It takes time to develop relationships.
2. Support the community by giving back.
3. Be passionate about your personal commitment.
4. Develop messages that support community and family values.
5. Support from the top down throughout the organization is critical.
6. Get constant community feedback.
7. Businesses have learned that they need to go wider and deeper with their efforts. Ethnic marketing should be part of a year-round campaign.
8. View cultural differences as opportunities, not obstacles.
9. Using a target audience's own language is crucial.
10. You can't just translate an ad, you must transcreate it. Consider cultural nuances. ??
11. Marketing today is part anthropology.
12. The medium can be just as important as the message. Use Spanish-language newspapers, radio, and television stations.
13. Appreciate the diversity within the market segments.

REALLOCATING RESOURCES

1. Review the general library plan.
2. Compare needs assessment data collected in light of general library plan, policies and procedures.
3. Identify the most important areas to focus upon.
4. Identify ongoing ways to involve the community in developing the Hispanic services plan.
5. Identify ways to supplement library resources (grants, donations, fundraising).
6. Identify ways to modify the general library plan and budget allocations (e.g. add, eliminate, reduce).

EVALUATION PROCESS

The evaluation process begins with setting clear goals and measurable objectives. It is essential to include community input, both formal and informal, as an integral part of the overall evaluation process.

Regularly evaluate progress to keep on track; ask the following questions:

1. Were goals met?
2. What worked well?
3. What didn't work well?
4. What should be done differently next time?
5. What should be repeated next time?

Measure progress on overall response to the service plan

1. Establish innovative ways to measure effectiveness of service. (testimonials from patrons, customer satisfaction surveys, focus groups, questionnaires, exit interviews, etc.)
2. Go beyond tracking traditional measures (circulation, patrons per day, etc.) to determine effectiveness. Find out how patrons used the information they received, how staff grew and/or changed as a result of serving different segments of the community, how the library as an institution benefited from serving different segments of the community (new volunteers, donors, resources, partners, funding sources, etc.)

Analyze action goals by measuring specific results

1. Number of people who attend participate in programs
2. Percentage increases in circulation

Use the analysis to continue redesigning efforts

SUCCESS CHECKLIST - DESIGNING YOUR SERVICE PLAN

Check your level of success in providing each of the activities listed below.

1. Planning

- _____ Library director and library board is involved and committed to serving Hispanic community
- _____ Services to Hispanic community are included in library's long range/strategic plan
- _____ Library management and staff understand why serving the Hispanic community is important
- _____ Library staff is provided opportunities to learn about cultural awareness, cultural sensitivity and customer service
- _____ Library staff across all departments and classifications are involved in planning services to Hispanic community
- _____ Library has revised existing policies and procedures that impact delivery of services to Hispanic community

2. Facilitating Access/Signage and Welcoming Environment:

- _____ Language-appropriate city signage directs people to the library
- _____ Language-appropriate signage on the exterior of the building is easily visible
- _____ Language-appropriate signage welcomes people to the library at or near the front door
- _____ Culturally sensitive posters, art and displays help create a welcoming environment.
- _____ Language-appropriate signage is at the collection site as well as signage directing library users to the collection
- _____ Counter signage or nametags are used when bilingual staff is available (i.e., Se Habla Espanol).
- _____ Bilingual library forms, cards and brochures are available and prominently displayed
- _____ Library staff is provided opportunities to learn about cultural awareness, cultural sensitivity and customer service
- _____ Library is open at hours convenient to the Hispanic community
- _____ Library provides language-appropriate options for locating information (Spanishlanguage subject headings, bibliographies, book catalog, reading lists, bilingual web site)

3. Collection

- _____ The collection is in an easily visible and accessible area of the library with seating available to encourage use of materials in the library.
- _____ A collection development policy specific to the target group has been written.

Success Checklist (page 2)

- _____ Alternative methods for accessing the collection are available (subject headings, bilingual materials catalog, bibliographies, book lists and website are bilingual)
- _____ Library has schedule/process in place for ongoing community input to collection development
- _____ Collection displays and materials are in areas where people gather

4. Programs/Services offered

- _____ Programs/activities offered in the library (e.g., bilingual programs/assistance, use of meeting room space by ethnic community groups)
- _____ Library programs/activities offered in the community (e.g. library booth at ethnic community events, visits to schools, speaking to ethnic community groups)
- _____ Bilingual staff is available
- _____ Staff is culturally responsive (e.g. eye contact, smiles, level of communications)
- _____ Additional activities of interest to the target group are available (other programs and/or grants)
- _____ Method for tracking programs and number of attendees is in place
- _____ Library participates in Hispanic community fairs, celebrations and civic forums
- _____ Library delivers services in the Hispanic community at community centers, migrant camps, senior centers, etc.)
- _____ Library coordinates/collaborates library services/programs with other agencies working in the Hispanic community
- _____ Library programs encourage/facilitate participation by Hispanic families
- _____ Library has schedule/process in place for ongoing community input

5. Internal Communications

- _____ Have met with other library staff, volunteers, Friends and Trustees to update them on the plan and its impact on library services, staffing, promotion and budget
- _____ Have encouraged ideas from library staff, volunteers, Friends and Trustees regarding how to best implement the plan.
- _____ Have recognized the contributions and achievements of staff, volunteers, and other partners in helping to establish and implement the plan.

Success Checklist (page 3)

6. Staff Development

- _____ Have a schedule/process for providing cultural sensitivity training and cultural experiences for all staff
- _____ Have a schedule/process for encouraging staff to participate in activities in the Hispanic community

7. Community Involvement/Connections

- _____ Have met with key informants, community groups, etc. on a regular basis in planning and reviewing the service plan.
- _____ Have identified P.R. activities key informants, community groups, etc. can assist with
- _____ Have participated in one or more ethnic or community event.
- _____ Have developed list of current and potential community partners and collaborators
- _____ Have developed process for tracking community connections made and schedule for following up, staying in touch
- _____ Have schedule/process in place for library staff to participate in Hispanic community events

8. Publicity and Media Relations:

- _____ Have developed a thorough list of media with emphasis on target group contacts.
- _____ Have met with each major media contact for the target group at least once to begin the relationship.
- _____ Have shared any publicity with staff, volunteers, Friends and Trustees
- _____ Have developed language appropriate press releases and PSAs.
- _____ Have developed language appropriate web site features.

DESIGNING SERVICES FOR THE HISPANIC COMMUNITY EXERCISE 1

1. Select one community need from those identified during your need assessment process.
2. Brainstorm at least three services/programs that the library can develop to address the need.
3. Select which one is likely to become “business as usual”. Which one is likely to be continued at the same level of effort, support and visibility after the state funding ends?
4. Review the success checklist. Which success factors are critical to successfully implement the service/program?

DESIGNING SERVICES FOR THE HISPANIC COMMUNITY EXERCISE 2

1. Write a goal statement for your Hispanic services project to address the community need identified.
2. Write at least one objective to implement the service/program identified as most likely to become “business as usual.”
3. How will you determine the results of your service program? How will you measure/determine your success in achieving the objective?
4. For the objective, review the success checklist—Which success factors are likely to have high impact on the library’s ability to carry out the service idea? What activities or objectives does this stimulate?

BASIC DEFINITIONS

Goal

A broad statement of overall purpose. A goal points to or identifies the general direction you are heading

Objective

Specific, time-oriented and measurable

Tells who

Is going to be doing what

When

How much

How you will measure it

Types of Objectives:

Outcome objective - reflects the results, impact or change that will result from the service you provide. Uses terms like:

To increase

To decrease

To reduce

Process Objective—reflects the process, method or activity that will be carried out, not the result or change. Uses terms like:

To provide

To establish

To create

SPANISH-LANGUAGE VENDORS

Libros Sin Fronteras

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Olympia, WA 98507-2085
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Lectorum Publications, Inc.

111 Eight Avenue
New York, NY 10011-5201
Toll Free: (800) 345-5946
Fax: (877) 532-8648
www.lectorum.com

ADDITIONAL RESOURCES

Print

ALA Graphics Catalog, American Library Association, Annual.

Mire, Camila and Orlando Archibeque. **Serving Latino Communities**, Neal-Schuman Publishers, 1998.

California State Library Task Force on Serving Spanish-speaking Communities.

Adelante: Recommendations for Effective Library Service to the Spanish-speaking.

California State Library, 1994.

Celebrate America's Diversity, American Library Association, 1993.

Cuesta, Yolanda J. "From Survival to Sophistication: Hispanic Needs = Library Needs," **Library Journal**, May 15, 1990, pages 26-28.

Padilla, Amado M. **Public Library Services For Immigrant Populations In California**, California State Library Foundation, 1991.

Report Card on Public Library Services to the Latino Community, final report, Reforma, 1994.

AUDIOTAPE

McGovern, Gail and Yolanda Cuesta. Marketing to Culturally Diverse Communities, Program from the 1998 Public Library Association National Conference, PLA 831, 1998.

CLIP ART

Afrocentrex Software, Hispanic Klips, (<http://www.afrocentrex-software.com>)

Broderbund Software (<http://www.clickart.com>)

Disability Clip Art (<http://www.disabilityart.com>)

Dynamic Graphics (<http://www.dgusa.com/dgstore/a/csfrm.htm>)

EVEN MORE RESOURCES

Websites

American Library Association (<http://www.ala.org>) Especially good information about national library initiatives related to diversity. Includes a searchable archive of issues of **American Libraries** (1996-98).

Center for the Study of Books in Spanish for Children and Adolescents.

(http://www.csusm.edu/campus_centers/csb) An academic center at California State University San Marcos that promotes literacy in English and Spanish. The Center endeavors to inform current and future educational decision-makers about books centered around Latino people and culture and about books in Spanish and their value in education of English-speaking and Spanish-speaking children and adolescents.

Point Talk Translators (<http://www.pointtalk.com>) A company which produces multilingual subject area print and CD-ROM translators (library services, travel, emergency medical services, etc.)

Reforma (<http://www.reforma.org>) A national organization whose purpose is to promote library services to the Spanish Speaking.

UCLA - Diversity and Librarianship

(<http://scow.gseis.ucla.edu/faculty/cchu/diversity/educ.html>.) Faculty member Clara Chu provides basic information about library services to multicultural communities. Listserv addresses for all major library groups are included.

ABOUT THE PRESENTER.....

Yolanda J. Cuesta specializes in helping libraries and other non-profit organizations serve ethnic and culturally diverse communities. Training and consulting emphasis include community based needs assessments, building partnerships and community coalitions, marketing and public relations, program planning and evaluation, and grant writing.

Prior to starting her own consulting business, Yolanda was Chief of Library Development Services and Ethnic Services Consultant for the California State Library. She is a member of the American Library Association; the California Library Association; the American Marketing Association; and REFORMA, the National Association to Promote Library Services to the Spanish-Speaking.

Her publications include “From Survival to Sophistication: Hispanic Needs Library Needs” and “Guidelines for Library Services to the Spanish-Speaking,” both published in Library Journal.

Yolanda has a Bachelor of Science degree in Elementary Education and a Master of Library Science degree from the University of Texas at Austin. She has pursued additional training in cultural diversity, grantsmanship, program planning and evaluation, and train-the-trainer techniques.

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